

ATTACHMENT E

COMMUNICATION TIPS WITH INDIVIDUALS WHO ARE DEAF, HARD OF HEARING OR DEAF-BLIND

How do I communicate with a person who is deaf?

- **Get the person's attention before speaking.** First, call out the person's name. If he or she does not respond, then use a tap on the shoulder, a tap or gentle shake of the desk or table, a wave, a flick of the light switch, or any kind of visual or tactile signal.
- **Begin the conversation with the topic of discussion.** If the person knows the subject matter to be discussed, it is easier for him or her to follow the conversation.
- **Speak slowly and clearly in a normal fashion.** Do not yell, exaggerate or over-enunciate because exaggeration and overemphasis of words distort lip movements, making lipreading more difficult for the person.
- **Look directly at the person when speaking.** While talking, avoid turning away to write on a blackboard or pull something from a file. Avoid pacing or walking around the room. If you must do these things, give the person a cue that you are interrupting the conversation for a moment. For example, say, "Excuse me while I pull your file." Then you should stop talking until you face the person again.
- **Do not place anything in or near your mouth when speaking.** Smoking, pencil chewing, and putting your hands in front of your face make it difficult for people who are deaf or hard of hearing to follow what is being said. Do not put things like the newspaper or books in front of your face. Mustaches and beards also conceal or hide the lips.
- **Use the words "I" and "you."** When you communicate through an interpreter, do not say "Tell him..." or "Does she understand?" because an interpreter is only a link between you and the other person. The person who is deaf or hard of hearing is the one to whom you are speaking.
- **Avoid standing in front of a bright background.** Glare from a window or bright light causes your face to be lost in the shadows. This makes it almost impossible for the person to lipread or see signs. Both the speaker and the interpreter should stand in front of a solid color background that contrasts with the interpreter's

complexion and has sufficient lighting on the interpreter for the person who is deaf or hard of hearing to see him or her.

- **First repeat, then try to rephrase a thought.** If you have problems being understood or if the person only missed one or two words the first time, one repetition usually helps. If a particular word seems to be the problem, choose a different word. Use paper and pencil if necessary. Getting the message across to people who are deaf or hard of hearing is more important than how it is delivered.
- **Use pantomime, body language, and facial expression.** These are essential to communication with people who are deaf or hard of hearing and help to show feelings in any conversation.
- **Be courteous.** If the telephone rings or someone knocks at the door, excuse yourself by telling the person who is deaf or hard of hearing that you are answering the phone or responding to the knock. You can indicate the interruption with an open palm or by holding up a finger. Do not ignore the person and carry on a conversation with someone else while the person who is deaf or hard of hearing waits.

How do I communicate with a person who is hard of hearing?

While many of the above communication tips benefit individuals who are hard of hearing, it is especially important to remember the following:

- Because a person who is hard of hearing relies heavily on residual hearing for communication, you should speak clearly and try to get away from distracting noises.
- Turn down the volume of the radio or television (or turn it off) if necessary while talking to the hard of hearing person.
- Be willing to talk into a person's assistive listening device, when requested.

How do I communicate with a person who is deaf-blind?

When you meet a person who is deaf-blind, most of the above communication tips still apply, in addition to the following:

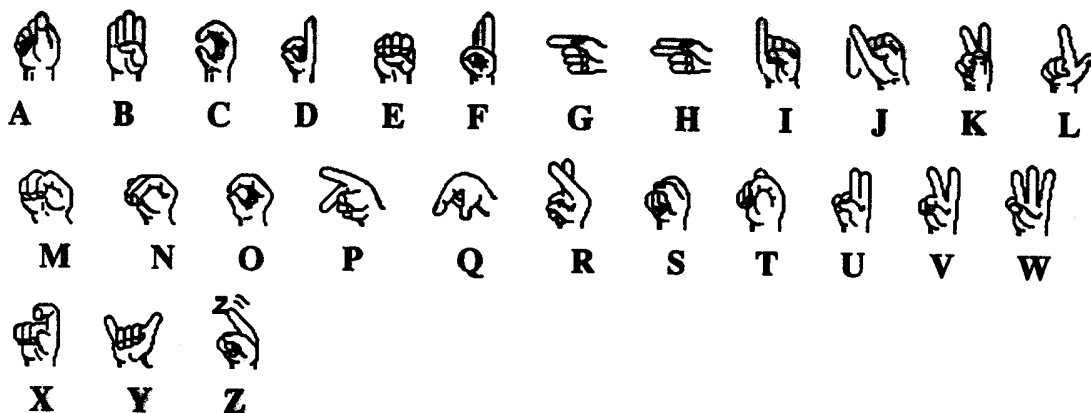
- Because it is necessary to be very close to or have physical contact with the person who is deaf-blind during the communication, distractions should be kept to a

minimum. For instance, have little or no jewelry, clean hands, short fingernails, and light or no perfume.

- Good lighting is crucial for the individual who has usable vision. For example, in a restaurant the diner who is deaf-blind should sit at a table with a lamp rather than in a dim corner.
- If the person who is deaf-blind indicates willingness to communicate by pen and paper, a black felt-tip marker should be used, and large print is best.

What is fingerspelling?

Fingerspelling is a method for demonstrating the alphabet on the hand. It is most often used to represent proper names and places or English words that do not have a sign. Exact words can be spelled out, letter by letter. Fingerspelling should not be substituted for American Sign Language, which has its own vocabulary, grammar and syntax, which is different than the English language. The following is a representation of the manual alphabet:



Can I use written communication instead of hiring an interpreter?

Always ask people who are deaf, hard of hearing or deaf-blind if they prefer written communication as an alternative mode of communicating. Do not think that this is the only way to communicate with them. When using writing as a way of communicating with people who are deaf, hard of hearing or deaf-blind, be aware that his or her English reading and writing skills may vary widely depending on educational background, the teaching method used in the schools attended, and the communication method preferred. The following are some tips on how to have effective written communication.

- **Keep your message short and simple.** Establish what you're talking about, avoid assumptions, and make your sentences short and to the point. It is not necessary to write every word. Short phrases or a few words are often sufficient.
- **Do not use "yes" or "no" questions.** Open-ended questions ensure a response that allows you to make sure your message was understood.
- **Face the person after you have written your message.** If you can see each other's facial expressions, communication will be easier and more accurate.
- **Use visual representations.** Drawings, diagrams, etc., help a person understand.

ATTACHMENT F

GUIDELINES FOR PRODUCING MATERIALS IN PRINT FORMAT

What is the best type style for printing materials?

Serif type is a typeset where a fine line projects from a main stroke of a letter at the ends of letters. For persons with low vision who utilize magnification devices or software programs, sans-serif type is usually preferred. To determine if a printing type is serif or sans-serif, look at the letters below. The “T” and the “H” are serif type, while the “M” and the “N” are sans-serif.

T H M N

This sentence is printed in serif type, Times font.

This sentence is printed in sans-serif type, Helvetica font.

Some of the more common fonts with serif type are Times, New Century Schoolbook, or Palatino. In general, fancy types should also be avoided. Text in all uppercase or in orator type is more difficult to read and should also be avoided even in headlines.

Serif	Sans Serif
Bookman Courier New Century Schoolbook Palatino Times	Arial Avant Garde Geneva Helvetica N Helvetica Narrow

What does “proportional spacing” mean?

Proportional spacing allows for adjustment between letters to eliminate unneeded and often distracting white (background) space. Proportional spacing is easier to read for all people, but especially so for people with visual impairments. Therefore, a typeface which is proportional, rather than uniform, is suggested.

This sentence is printed in serif type, with proportional spacing, Times font

This sentence is printed in serif type,
with regular spacing, Courier font.

What about type size?

Most books and documents are prepared with a type size of 10 or 12 point type. Materials for general distribution are usually of the 12 point type. Large print materials are most commonly available in 16, 18, or 24 point type. Type points of 16 or 18 are acceptable for most documents. However, if you are typing original materials and do not have a lengthy document, 24 point type is very desirable.

Should paper and color combinations be a consideration?

Color combinations have an effect on the readability of materials by people with low vision. When printing materials, efforts should be made to maximize the contrast and brightness between the letters and the background, without creating a glare. If black ink is used, as is most typical, printing should be on a pastel (especially light yellow), cream, or white colored paper. If colored print is used, avoid contrasting background paper of a shade of the same color. If a reverse printing is used (e.g., white lettering on a dark background), the preferred backgrounds are dark green (such as in highway signs), or dark blue (such as in the International Symbol of Accessibility), rather than black.

Paper with a non-glossy matte finish is preferable to a coated shiny paper, to provide the highest level of contrast without glare.

What about the text of printed materials?

A few extra hints will assist in preparing the most readable documents. If you are using a computer to automatically adjust the font on an original document, re-read your document in a larger font prior to printing. Eliminate, if possible, hyphenations on the right margin, as they make for more difficult concentration in reading. Also, if your document has columns, tables, math formulas, drawings, scientific calculations, etc., automatic enlargement on a computer may result in a skewed document due to formatting. It is important to proof your document to ensure that the text has not been distorted due to the enlargement. You may wish to consider printing a regular document and enlarging it on a copy machine (from 8-1/2" x 11" paper to 11" x 17" paper) to retain the preset formatting.

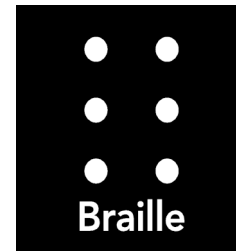
When copying large print documents, if your text has a significant amount of bold type or drawings, copying on one side of the paper is preferable to minimize bleeding and distractions seen through the paper, unless heavier weight (60 pound) paper is used.

Note: The above information refers to printed material, not building signage. For information on appropriate printed signage requirements, use the Americans with Disabilities Act Accessibility Guidelines (ADAAG).

ATTACHMENT G

GUIDELINES FOR PRODUCING MATERIALS IN BRAILLE

This symbol indicates that any printed materials presented at your activity or event are available in Braille for people who are blind or who have low vision.



What is Braille?

Braille is a system of reading and writing created for blind individuals. The basic unit of Braille is the Braille cell. It is composed of six raised dots. From these six dots you can get letters, numbers, punctuation marks, and contractions.

Can I put my printed information into Braille myself in my office?

Unlike producing materials in large print, producing materials in Braille usually requires special equipment, training, and additional preparation time. If materials have diagrams, pictures, or charts, translation should be done by a certified Braillist who has been trained to transfer graphics and pictures to a narrative format. Computer software and printers are available which will automatically translate written information into Braille I or Braille II directly from a computer diskette, if the text is straight narrative. This software and the accompanying printer, although technologically available and not too expensive, are still uncommon in most work environments.

Where can I get materials put into Braille?

The Hawaii State Library for the Blind and Physically Handicapped will produce materials into Braille format for state agencies or refer you to a trained Braillist. There is a nominal charge for the materials. Cost to another state agency does not include a fee for their staff services. Keep in mind that the Library for the Blind and Physically Handicapped may have a large backlog due to requests for textbooks and other academic materials for students, and these take priority in their scheduling. Therefore, giving the library your document as early as possible will help in the turnaround time. Also, providing the information on a diskette cuts down the time for Brailling, as it eliminates the clerical time for inputting data.

Contact the Library for the Blind and Physically Handicapped for more information.

ATTACHMENT H

GUIDELINES FOR PRODUCING MATERIALS ON AUDIOCASSETTE TAPE

Recording printed material onto audiocassette tape for a person who is blind or who has a learning disability can be done in-house by staff with some general guidance.

Selecting a Reader and Location

Search for a “good reader” among your staff and volunteers. A good reader reads printed material aloud with accuracy, clarity, fluency, interest and “sense.” A good reader is not simply a good speaker. Reading aloud and speaking are often two different things.

The reader who records an audiocassette tape should have a smooth, non-monotonous reading voice. Reading at a fast pace is preferable to a slow pace. A reader should read only as long as he or she is comfortable without losing pace or weakening voice. The reader should select a quiet location which minimizes background noise. Phones, music, voices, animal sounds, machinery noise, or street traffic can be extremely distracting to a person listening to the tape. You can expect that it will take you two hours to record a one-hour tape, given pauses and proof listening.

Selecting Tapes and a Machine for Highest Quality

A tape recorder with adjustable speed and tone indexing is preferable. Most people who are blind or visually impaired are able to listen to a tape recorded at regular speed at a faster pace without compromising their understanding of the content. Tape recorders should be plugged in while recording, as battery levels may vary and can distort the quality of your recording. You should use tapes of sixty or ninety minutes duration, as lengthier tapes have a higher probability of jamming when winding and rewinding.

Identifying the Tapes

Tapes should be identified audibly, in writing, and in Braille, if possible. The first tape should provide information on the title, author, reference, date of publication, and date of the reading, but this need not be repeated on each subsequent tape. Providing the name of the voice reader is a courtesy, and informs the listener to become familiar with a voice so that, if subsequent tapings are to be done, the listener may request a specific reader who is clear and easy to understand (*i.e., This is “The History of Music,” authored by John Doe, dated September 1979, read by Jane Smith on October 1, 1993*). Each subsequent tape should begin with an announcement of the name of the document and the cassette number and side A or B of the tape (*i.e., This is “The History of Music,” cassette number 2, side B*). This will alert the listener to the fact that she or he should have already heard two previous sides of tapes before beginning this tape. When ending each side of a tape, a notation should be made (*i.e., This is the end cassette number 2, side B of “The History of Music”*). When the

document is completely finished, this should also be announced (*i.e.*, *This is the end of the recording of "The History of Music"*).

Reading the Text

The reader should briefly read the text before taping to become familiar with terms and words. Uncommon words and pronunciations should be looked up prior to taping so that the recording voice is smooth and uninterrupted.

The text should be read as written, even with apparent errors. All the information in a document should be read, including footnotes, bibliographies, cartoons, diagrams, and charts. The reader should note the presence of quotations (*"begin quote" and "end quote" respectively*), italicized words (*"begin italics" and "end italics" respectively*), parentheses (*"begin paren" and "end paren" respectively*), or footnotes (*"footnote one"*). Footnotes should be recorded at the end of a chapter or other convenient break point, so as not to interrupt the text. Page numbers of the document should be read when they occur.

A reader's note may be inserted if needed to clarify a point from the reader to the listener. (*"Reader's note: The footnotes to this chapter will be read at the end of the chapter. End of note, return to text" or "Reader's note: Table A is being read in French. There is no English translation provided. End of note, return to text"*).

Reading cartoons, diagrams, and charts requires descriptive reading skills. Scientific or medical documents are often very complex to read, especially if they contain illustrations. Because descriptive reading is an acquired skill, if your document has a lot of pictures, diagrams, charts, etc., to read, you should consider contracting out the document to a professional reader.

The Library for the Blind and Physically Handicapped may be able to refer you to a reader if you do not have anyone in your office able to do so, or if the material requires complex or descriptive reading skills. If you need to hire a reader on a fee-for-service basis, the next two pages, **ATTACHMENT H-1**, provide a sample purchase order for reader services, as well as a sample invoice from a freelance reader billing for services. (Please note that the hourly rate indicated on the invoice is for illustrative purposes only and not intended to reflect a recommended billing rate.)

CAROL LANAI
dba TALK STORY
850 Maui Avenue
Honolulu, HI 96800

INVOICE

December 15, xxxx

Department of Protocol
Accounts Receivable
1234 Kona Street
Honolulu, HI 96813

For services rendered during the month of December xxxx to provide reader services for communication access to individuals who are blind or visually impaired to access the Department of Protocol programs.

December 5, xxxx	8:00 a.m. – 12:00 p.m.	4 hours	\$20.00
December 9, xxxx	8:00 a.m. – 10:00 a.m.	2 hours	10.00
December 10, xxxx	8:00 a.m. – 12:00 p.m.	4 hours	20.00
TOTAL			\$50.00

Please send the payment to the address listed above.

Sincerely,

CAROL LANAI

ATTACHMENT I

SAMPLE STATEMENTS FOR ANNOUNCEMENTS AND PUBLICITY MATERIALS

If you are hosting a training session, conference, workshop, tour, or open house, etc., the following wording is recommended:

This (training activity) is accessible for individuals with disabilities. For more information or to request an auxiliary aid or service (e.g., sign language interpreter, designated parking, materials in alternate format), contact (indicate telephone number and name) (V/TTY) seven days before the training, activity, or event.

If you are asking for public input on a report or document, the following wording is recommended:

If you have needs due to your disability that will aid you in commenting on the (report), please contact (name/program) at (telephone number[s] V/TTY).

If you prefer a broader, more generic statement, the following wording is recommended:

If you have needs due to your disability, please contact (name/program) at (telephone number[s]) V/TTY by (date).